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ABSTRACT

The proceedings of a special study institute on the preschool handicapped child include staff and participant lists, opening and closing remarks, and six papers. Topics discussed in the papers include teacher clues for identifying learning disabled students, directions for teacher identification of speech and hearing handicaps, the concept of classification and its integration into a preschool curriculum, prescriptive physical education, prescriptive (diagnostic) teaching, and educational materials. Sources and prices are given in a list of professional books, children's library books, instructional materials and aids, films and filmstrips, and tapes and records appropriate for use with preschool handicapped children. (KW)

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REACHING THE PRE-SCHOOL HANDICAPPED CHILD

"Evaluating and Adapting Materials to Meet The Needs of Handicapped Nursery and Kindergarten Children."

THE PROCEEDING OF

A Special Studies Institute Sponsored by:

The New York State Education Department
Division for Handicapped Children
Regional Special Education Instructional
Materials Center - Albany, New York

. . .and . . .

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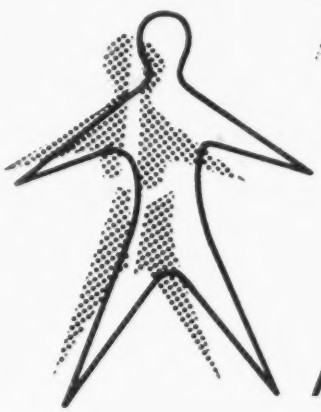

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THE NEW YORK STATE EDUCATION DEPARTMENT

DIVISION FOR HANDICAPPED CHILDREN

Special Education Instructional Materials Center

IN COOPERATION WITH THE

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)

OF ONEIDA, HERKIMER, MADISON COUNTIES

PRESENTS A SPECIAL STUDY INSTITUTE PROCEEDINGS HIGHLIGHTS

"REACHING THE PRE-SCHOOL HANDICAPPED CHILD"

April 20, 21, and 22, 1972

Link Training Center
Oneida County Airport
Utica, New York

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GREETINGS

Mrs. Louise Wunderle

Greetings and welcome to this Institute in which we will concern ourselves with Reaching the Pre-schooler who has handicaps.

All of us are concerned with early childhood education. We are here because we recognize that the child with the handicap, the very one who would benefit most from the stimulation provided in a good nursery or nursery school is the one too often denied that opportunity. This denial may be due to a number of factors, but it should not be because we who are responsible do not understand his problem or if we do not have sufficient knowledge to know how to work with him.

This Institute was made possible through the cooperative efforts of many people. Our own New York State Education Department, Division of the Handicapped, represented here today by Dr. Richard G. Hehir who will bring you the Divisions greetings in just a few minutes. The Special Education Instructional Materials Center whose associate, Mr. James Marillo is here today. We are particularly grateful to Jim for his interest and help in developing this program.

To the Board of Cooperative Educational Services of Oneida, Madison and Herkimer Counties a sincere thank you as the word cooperative in our title was emphasized during this planning period. You will meet Mr. Johnson, our Executive Officer and Superintendent of Schools on Saturday.

There are some others in this room whom I'd like you to meet now. You will get to know them all in these next few days, but that you will recognize them, I'd like to introduce the members of the Planning Committee at this time. These are the people who worked with me, individually, and collectively in planning the program. Dr. Indira Ketkar, the Director of the Speech and Hearing Clinic of Children's Hospital in Utica, Mrs. Olive Rudd, Assistant Professor at State University of New York at Oswego, and supervisor of cadet teachers in elementary education for that institution, Mrs. Gene Rees, an instructor in Early Childhood and director of the demonstration nursery school at the Occupational Education Center of this BOCES, and Dr. Marvin Denburg, an assistant professor in the Psychology Department of Utica College. As your programs indicate, you will hear from both Dr. Ketkar and Dr. Denburg today.

We are somewhat crowded here, but I will not apologize for the situation rather let it be an opportunity for togetherness, an opportunity for us each to get to know one another better. May this be a good learning experience for us all.

Our program calls for Mr. Raphael F. Simches, the Assistant Director of the Division for Handicapped Children to be with us today. Another commitment makes it impossible for Mr. Simches to be with us, but we are fortunate indeed to have with us to bring us the greetings of the Division, Dr. Richard G. Hehir.

I'd like at this time to have you meet Dr. Hehir, Chief of the Bureau for the Physically Handicapped of the Division for Handicapped Children, State Education Department, Albany, New York.

GREETINGS

Dr. Richard Hehir

In reviewing your three day program, I note that emphasis has been placed upon the recognition of children with communication disorders. I am certain that both Dr. Ketkar and Mrs. Lucking will provide you with the information needed to recognize children who are speech and/or hearing handicapped. It may be appropriate for me to remind you of the importance of your contribution to physically handicapped children. Handicapped children are particularly in need of the services of many specialists, medical, psychological, and educational. But over and above the expertise of the specialist, these children need the expertise of the generalist. As classroom teachers who carry the responsibility of the education of children to take their place in a complex society, you must meet the challenge of accepting handicapped children in your classes - along with those who are not handicapped. Without your acceptance the work of the specialist may be useless. The youngster who can learn to articulate a perfect English "s" sound in a laboratory situation only, and who cannot communicate with his peers is certainly at a serious disadvantage. The maximum effectiveness of the speech clinician can be achieved only if there is an understanding on the part of the classroom teacher of her role in the total process of the development of communication skills.

The child with a moderate hearing loss who has been taught to use his impaired hearing through auditory training and who has acquired the skill of lipreading, needs to be accepted into the regular classroom and encouraged to use his compensatory skills in his daily learning. No doubt you will need to give each child who is handicapped special consideration. Since you have been taught to treat each child as an individual, you will not resent modifying your classroom procedures to meet the special needs of a hearing impaired child.

Your commitment to this child might be as simple as making certain that when you talk to the class or ask questions of children, you face the child with the hearing impairment and wait until he is looking at you before speaking aloud. You are likely to want to give each child -- handicapped and non-handicapped -- special attention. With the growth of the open classroom concept it would be possible for you to design your daily schedule so that the services of the specialist can be used most efficiently.

For many years how, speech correction teachers have recognized the need for a 'team'approach in providing suitable rehabilitation services for children with communication disorders. In the past, the speech correction specialist not only served as a member of the team but acted as coordinator and in some instances decision maker. I would suggest that the role of decision maker in respect to the educational placement be given over to the Committee on the Handicapped.

The Committee has been assigned the responsibility for reviewing annually the educational arrangements that have been recommended for each child. They will need to have adequate behavioral goals for each child and bench marks for determining whether or not the goals have been achieved or whether some other program should be considered. We expect you, the generalists, the classroom teacher, and the specialists will provide the Committee with this kind of information.

The key to effective education for handicapped children will be found in your willingness to provide a climate of acceptance for them in your classroom.

In summary I would say that there is a right time for the specialist and a right time for the generalist in the educational development of physically handicapped children. A few children may not reach the mainstream until they have completed their entire education but most will benefit by a happy combination of the services of specialists and of the regular classroom teacher.

GREETINGS

Mr. James Marillo

I would like to welcome you to this Institute on behalf of the New York State Commissioner of Education, Mr. Ewald Nyquist, and the Assistant Director of the Division for Handicapped Children, Raphael Simches. You are here as part of a cooperative effort between the Division for Handicapped Children, Special Education Instructional Materials Network, and the Oneida Board of Cooperative Educational Services ASEIMC.

This Institute is a joint effort which amplifies a growing relationship between state and local educational agencies. This relationship is for the common good, and should result in benefits for handicapped children.

You are experiencing today, the efforts of our leadership in the State Education Department, the efforts of Dr. Soucy, the Assistant Commissioner of School Services, and Raphael Simches, the Assistant Director of the Division for Handicapped Children. These leaders and other leaders in the Department as well as local superintendents are opening the channels of communication that will allow educators within a region to communicate and support each others efforts in the charge to educate the handicapped children of our state. Not only are these leaders working toward greater sharing and communicating at the regional level, but also offering local districts and individual educators the necessary state support systems to do the job they want to do locally.

You could say at this point, "What does that really mean to me?" Any maybe you should, and maybe you did. Well, keep asking that question, and as you come up with answers and ideas, communicate them to your supervisors and superintendent. And as a result of this new system, this new partnership, this regional communications system, this cooperative support system, we will all grow and all do a better job for the children of our state. I will not go into depth on the subject of regionalism at this time because as it develops state wide and locally, you will have the opportunity to input and grow with it.

SEIMC was a small beginning, an experimental model if you will, in the concept of regionalism, in sharing, in teacher support systems. So at this time, I would like to take a few minutes to speak about the Special Education Instructional Materials Center Network of 32 Associate Centers throughout the state, and the man who conceived the idea. Five years ago, a man with vision, with sincere dedication to Handicapped Children and their teachers, saw the need that existed for local teachers support centers. A place where teachers could preview new materials, borrow expensive or specialized materials, be trained in new methods and techniques or an on-going or one shot basis; a market place where teachers could gather and exchange ideas, a place where they could develop new skills in the use of media in the classroom. Well, the vision is coming true and 32 centers are located and growing.

They still have a long way to go, and there's a lot of hard work ahead, but the foundation has been laid.

You all know the man I am talking about. He is Raphael Simches, Assistant Director of the Division for Handicapped Children, and Director of the SEIMC. I am not here to glorify a man, but I do admit a great deal of personal respect for his vision, dedication and hard work. I have told you about him and what he has done, so that you can more clearly see your role. His leadership will be laid to waste unless you do your part.

Your part, now that you have a Center locally, is to support it and help it grow. Get involved with it, innovate it, volunteer, input ideas, and create constructive programs. You now have a teacher support center. It links you with the State Education Department, Division for Handicapped Children, and links you further with 18 other National Centers. It is now your charge to help your center grow.

Locally your leadership has also been excellent. Louise Wunderle, volunteered from the beginning to bring the center to the teachers in this county. She has given of herself and her time, she took on willfully the extra duties of establishing a Center. It is now your turn to do your part, to add to the growth of Oneida County BOCES, ASEIMC.

Dr. Leo Soucy, an Assistant Commissioner is supporting you, Ray Simches is giving you the system and is supporting you, Louise Wunderle is managing and directing the center and supporting it. You have the best leadership, you have the best teachers, you can have the best center.

Your participation at this Institute for the next three days should prove to be another step in local growth for the SEIMC support system. Upon completion of this Institute you will be representatives of the local ASEIMC, and you will be charged with a duty of sharing the knowledge gained at this Institute with other teachers of your district. You are the best. Continue to be. Good Luck from the State Education Department, Division for Handicapped Children, The Special Education Instructional Materials Center. Have a worthwhile Institute.

REMARKS MADE BY LAWRENCE GLOECKLER, ASSOCIATE

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

I would like to take a few minutes to talk to you about how our Associate Centers might be of service to you.

As Educators involved in programs for pre-school children, you undoubtedly are faced with the problem of meeting the needs of children who either have a handicapping condition or who are functioning at levels which may indicate some type of handicap. Many of you may have little or no training or experience in dealing with these types of children. Those of you who may have the training and experience may lack the resources to help you to effectively deal with these children. In either case, the Associate Special Education Instructional Materials Centers can be of much benefit to you. I know that the Oneida Board of Cooperative Educational Services ASEIMC is open and available to anyone who is involved in working with handicapped children.

There are several ASEIMC services that you may be able to use. First, the most obvious, is the borrowing of materials from the Center. There are many materials in the collection which you may not be familiar with that may be of value to you, and there are materials you may like to use and evaluate in order to make your own local purchase decisions. There are also information services available to you. If you have a request for information that can't be met by the Associate Center, then the Regional Centers will provide back-up to help answer the requests.

Another service which I'd like to highlight, and which may be most interesting to you is what we call our training specialist program. Actually, we presently have two types of training programs. One, called the Master Teacher Program, which is an inservice program designed around a particular specialization area - for example, music for the handicapped. This program is based on a specialization collection, which each ASEIMC in the Albany region has. The speciality area in your ASEIMC is Management of Social Behavior. Materials which are relevant to this topic are emphasized in the collection. Frances Eck, a part-time staff member at the Center has developed an in-service presentation on Managing Social Behavior - utilizing the materials available at the Center. At present we have eight Master Teacher Programs in the SEIMC Network, and we are now in the process of sharing these programs around the Network.

The Training Specialist Program, which I mentioned previously, is a little different. We have at our 15 Albany region centers, a part-time staff member, whose function is to provide teacher support at the center during hours when teachers can visit. These hours vary according to local center situations. Usually they are open several hours after school and during certain evenings. We bring these training specialists into the Albany Regional Center periodically and give them training in identified relevant areas. Topics are selected both by local input and by area identified by regional staff. These sessions must be duplicated at the ASEIMC's. If you haven't been invited to these training sessions, you should make sure you are in the future. I think you'll find them of value, and I doubt that you'll have another local source which can give you this type of support. If

you are interested, and your attendance here indicates that you are, contact Louise Wunderle, either personally during the Institute or at the Center on Hart Street. Get on the center mailing list and stop by and see Louise Wunderle or Frances Eck. Find out firsthand what they have to offer. I think you'll be pleased with what you'll find available. If you have any questions, I'll be here the remainder of the Institute and will be glad to answer them.

Thank you.

TEACHER CLUES FOR THE IDENTIFICATION OF THE LEARNING DISABLED

Dr. Marvin Denburg

Terms: Specific learning disability, minimal cerebral dysfunction, psychoneurological deficits, developmental lag, minimal brain dysfunction.

Some Characteristic Behavior for Children of this Group:

1. Disturbance in perception, concept formation, language, emotional behavior.
2. Poor motor coordination, hyperactivity and distractibility. Child seems unable to screen out irrelevant stimuli. Environment holds irresistible attractions
3. Hyperactivity - as infants they are restless, sleep lightly and over react to stimulation. As toddlers they resist restraint, seldom persist for any length of time in one activity. In most cases, this hyperactivity appears to diminish with age, but it may persist into adolescence.
4. Pappaport Syndrome:
   a. Inadequate impulse control or regulation. i.e. hyperactivity, distractibility, impulsivity perseveration.
   b. Inadequate integrative functions. i.e. perceptual and conceptual.
   c. Defective self-concept. i.e. low frustration tolerance, over compensation.

Problem in Differentiating Foreground from Background:

A line drawing or a picture that can readily be recognized when presented against a blank background can no longer be identified when presented against a textured background. (Audition) a spoken word that can easily be understood under normal circumstances may not be intelligible in the presence of even a very low level of background noise.

Perceptual Difficulties:

1. Form discrimination - recognize difference in shape. i.e. difference between the shape of a circle and the shape of a square, or between the shape of the letter 'a' and letter 'e'.
2. Form constancy - ability to recognize a form in spite of non-significant variation in shape or position. i.e. ability to recognize the letter 'a' in script and in various type faces, or to recognize an 'a' in a vertical position on the blackboard and on a horizontal surface of a paper on the desk.
3. Rotation of forms - pupil copies triangles or squares but alters the copy work different from initial drawing.
4. Mirror images - writes the number three like this Ɛ
   Or reverses b's and d's.

Skills Basic to Reading and Academic Programs:

1. Child must have an orientation to space and time before he can grasp symbolic materials such as reading and writing.
2. Under normal conditions a child by age six has established a stable spacial and temporal frame work.
3. Through motor activities child learns the relationship of spacial and temporal phenomena. i.e. kindergarten walking to music, etc.
4. Lateral dominance - ability to distinguish between left and right and a clear preference for one hand develops slowly in a significantly larger percentage of leading disability cases than in unselected children. Suggests a maturational limitation.

Why the Increased Incidence in Learning Disabilities:

1. (Birch) Reflects an improvement in diagnostic skill and unintended consequence of medical progress.
2. Estimated number of children of normal intelligence manifesting organic in developmental limitations to learning. At least 10% of school age population.
3. Social pressure to succeed.

Referral:

When several of these problems appear, make a referral to the school psychologist. Further evaluation is in order. (Medication the paradox).

Educational Quidelines:

1. Develop satisfying relationship with these children. Effectiveness is dependent upon this relationship.
2. Physical arrangements:
   a. Large room seems to increase hyperactivity.
   b. Divide room into smaller areas.
   c. Limit unnecessary sounds and distracting visual stimuli materials not in use, best kept out of sight.
3. Maintain structure. Keep routine, allow few unexpected changes.
4. Give a warning prior to starting an activity.

Lesson Plans:

1. Learning sequences should be broken down into small successive steps.
2. These steps should be so arranged and presented that the child responds successfully.
3. At any point at which the child has difficulty, the teacher should be prepared to intervene and to find some way of modifying this step to make it easier for the child.
4. These children will require more practice to learn a given step and more frequent review to retain it than is necessary for normal children.

DIRECTIONS FOR TEACHER IDENTIFICATION OF HEARING AND SPEECH HANDICAPPED CHILDREN

Dr. Indira Ketkar

It is important to identify children with hearing and speech handicaps especially in a classroom situation where the child is exhibiting general learning disability. It is important to identify the hearing and/or speech impaired children because it is quite possible that these children might receive a wrong label such as "a learning disorder, a slow learner, a child with brain damage, and/or the child with mental retardation." The incidence of hearing and speech handicaps in school children has been estimated to be quite high. The latest figures indicate that about 6% of the school going children experience hearing and/or speech problems at one stage or another. Before we go any further on the topic, I would like to talk about the types of hearing losses. Hearing losses are broadly divided into three categories.

1. Conductive Hearing Losses

There are many many young children who suffer from this type of hearing loss. Most of the time, the hearing loss is of temporary nature and shows up only periodically. Such hearing loss is sometimes noted in children up to the age of eleven or twelve. Usually the conductive hearing loss is caused by the pathology in the middle ear behind the ear drum. I am sure all of you must know how the sound is conducted through the ear to the brain. The sound waves come and hit the ear drum putting the ear drum in motion. The moving of the ear drum starts movement of the series of bones attached to the ear drum. Under normal conditions, the space behind the ear drum contains air. The aforementioned pathology of the ear produces fluid which accumulates in the middle ear. This fluid causes obstruction of the movement of the bones thus creating a hearing loss. Mothers talking about their children showing conductive hearing loss usually say "the child only hears when he wants to, he just ignores me, he is stubborn, he doesn't want to listen to anyone, he can hear only what he wants to hear." This is a rather typical beginning of the conductive losses. There is something else the child could be saying to us and this is putting his hands to his ears. There may or may not be any earache. Sometimes there is earache and another time there is a feeling of fullness in the ear, but the child is not able to say or explain. Some of the important clues therefore would be:

a. Putting the hand to the ears.

b. When you are talking to a child from behind and the child is not watching you, he may just ignore you.

c. Another important clue would be that it appears sometimes the child hears and sometimes he does not.

2. Sensorineural Hearing Loss

If a child has a sensorineural hearing loss, the important characteristic here is that the child is extremely inattentive. You might notice that he is looking for other clues all the time. He might be watching the lips in trying to make up for what he is missing. Another clue would be misunderstanding sounds if the child is not watching. Such children are good lip readers. Also, more commonly, the children usually show some signs of speech defect depending on how much of a hearing loss there is.

3. Central Hearing Loss (hearing loss due to damage of the Central Nervous System)

The central hearing loss is a big unidentified area. We really don't know if the sound is being carried up to the brain and then the child is not able to give meaning to these sounds. The answer we don't know. Even if some sounds might be reaching his brain, he may not be paying any attention to them because they do not mean anything. Some of the clues to identify such a hearing loss are as follows:

a. The behavior is bizzare.

b. The child might be hyperactive.

c. He might be emotionally disturbed because there is a lot of frustration going on.

d. He may be confused and look confused.

At this time, there is not too much that can be said about such hearing losses merely because of lack of knowledge. We think that the brain is bombarded with all these different noises and sounds, but is not able to identify, separate or name these different sounds.

How can we help such a child? What can we do? If a suspicion of hearing loss is aroused are there any ways to test our suspicion? Observe the child and ask questions to the parents. Prolonged and consistent observation can be extremely important clue. Through appropriate questions of the parents, some supportive data can be obtained. See if the child fits into one of the categories mentioned above. I will try to suggest to you some of the broad test devices which you probably can use in a classroom situation. The first test would be looking for eye blink reflex. You could use a loud noise or a clap from behind the child. It is important to have this test only when the child is relaxed and not when the child is crying and is tense. Second, would be to look for a startling reflex. One more way to find out if a child has a hearing loss is to talk to him in a quiet manner at about a distance of six feet and see if the child can respond to your questions. The room must be quiet and you have to talk to him in a soft quiet voice.

A PIAGET PROGRAM FOR THE CLASSROOM

Mrs. Kathryn Werlin

This workshop focused on the concept of classification and its integration into a pre-school curriculum. It was broken into four parts:

A. Grouping of participants
B. Film: CLASSIFICATION (Davidson Films, 17min., color)
C. Role playing of two classification tasks
D. Slides on room arrangement in pre-school classroom

A. The difference between perceptual and conceptual classification was highlighted by grouping the participants according to common properties. At first, all those wearing red were asked to move to one side of the room, and those wearing pants to the other. The participants were asked how they solved the problem: "by looking at what we are wearing." In this case, the grouping was defined by the leader and the participants solved the task perceptually, judging according to visual clues.

In the second task, the leader pointed to various people, asking the participants to determine what they had in common. Different ideas were suggested and discarded in an active process of elimination, as new people were added to the group. The leader did not solve the problem by defining the common characteristic; the participants were actively involved in abstracting the common property.

It was stressed that pre-school teachers too often ask children to put all the red things together (or round, etc.) without challenging them to move to higher level of thinking where children must sort out the possibilities and justify their personal solution to a problem.

B. A film, Classification featured Celia Stendlar Lavatelli working with individual children on classification tasks. Piaget's stages of cognitive development were brought out to highlight the different responses of children to the same task. Lavatelli demonstrated a method of presenting a task to a child and asking him to verbalize his solution to the problem. This process enables teachers to begin to evaluate a child's developmental level in mental operations essential to classification, such as multiple classification, class inclusion and hierarchical classification.

C. Two tasks featured in the film were distributed to each pair of workshop participants. The multiple classification task included construction paper shapes (circles and squares) in two colors and sizes, 2 paper plates, and instructions for presentation to a child. The class inclusion task included colored cubes; all were made of wood, but a few were green and most were red.

After reading the instructions, each pair role played teacher and children interact informally with a specific task. After role playing, one pair was asked

to demonstrate for the group. The "child's" responses were discussed to highlight the levels of thinking reflected in different responses. Discussion also brought out the importance of the teacher's language in communicating the task to each child; this requires practice and sensitivity to what the child understands.

It was also stressed that the teacher must consider the nature of the materials chosen. A child may be able to deal with real, 3-D objects (such as fruit), but may not be able to classify with representations of real objects (photographs, silouettes, words). These considerations are critical in planning any curriculum for young children.

D. A set of slides were shown representing a day care classroom in Washington D.C. (Tyler House, National Capitol Area Child Day Care Association). The photographs pinpointed practical ways of organizing a room to facilitate the process of classification. In addition to using furniture to clearly define activity areas of the room, details of each area were clarified. For example, contact paper silouettes of utencils used in the house corner were conveniently placed to indicate where each item belonged when cleaned up. In matching real items with their representations, the child was classifying the eating utencils in one color and cleaning tools in another. These groupings facilitated the teacher's use of language specific to these concepts and helped the child order his environment.

SELECTED RESOURCES

1. EARLY CHILDHOOD CURRICULUM: A PIAGET PROGRAM; for information on this kit of materials contact: Learning Research Associates, 1501 Broadway, New York, New York 10036. (Approx. $300, including following book.)

2. Lavatelli, Celia Stendlar, PIAGET'S THEORY APPLIED TO AN EARLY CHILDHOOD CURRICULUM, American Science and Engineering, 20 Overland Street, Boston, Mass. 02215. ($6.95)

3. Weikart, David and others, THE COGNITIVELY ORIENTED CURRICULUM: A FRAMEWORK FOR PRESCHOOL TEACHERS, Urbana: University of Illinois, 1971. (Available for $3.50 from National Association for the Education of Young Children, 1834 Connecticut Avenue, N. W., Washington, D.C. 20009.

4. Roeper, Annemarie and Irving E. Sigel, "Finding the Clue to Children's Thought Processes", THE YOUNG CHILD: REVIEWS OF RESEARCH, Wash. D. D., NAEYC, 1967, pp. 77-95.

5. Sigel, Irving E., "The Development of Classificatory Skills in Young Children: A Training Program," THE YOUNG CHILD: REVIEWS OF RESEARCH, Vol. 2, Washington: National Association for the Education of Young Children, 1972, pp. 92-111.

PRESCRIPTIVE PHYSICAL EDUCATION FOR

THE YOUNG HANDICAPPED CHILD

Dr. Claudette Lefebvre

The earlier we start with them certainly the better it is. My area is play basically. I think children learn from their very earliest infancy by playing. They learn to put feelings with it. While we may have read the text books on teaching education, the kids haven't. They don't know they're supposed to learn little boxes and little categories. I think we ought to go back sometime and learn from them. They learn from total experiences. They learn that something is hot and what hot means by feeling and touching and hearing the words. You are in the unique situation working with the pre-school youngsters, because you have living experiences to offer them, and without those living experiences the teachers coming up are going to have an awful lot of problems and the kids are going to have an awful lot of problems.

I have many youngsters that I work with in a camping situation who are not ready to handle academic skills, because they really don't know where their body begins and ends. They've learned the words. They've learned to imitate, and you can't underestimate them. They learn fantastically well. They don't always learn the things we request of them. Many of them have developed very good social mechanisms. I have a few college students that really learn the mechanics of how to get through classes. I'm not sure of what they're producing, and I'm not sure what's happening in terms of intellectual or professional advancement, but I know that they do learn very well in classes. So sometimes kids slide by us in this way. Kids will get us involved in a very lengthy conversation and really distract us from where we were trying to get them to go, and this is learning. They've learned to manipulate us. I think that we can manipulate the environment for youngsters who have disabilities. We can make it one in which we're not phasing out success, but where we are setting up challenges that they can realistically meet.

I think one of the biggest problems that many of the disabled youngsters that I've worked with over the years is that they know what failure is, because they have been succeeding and failing for a long time. We gave out the reason that they would be our star class. Many many situations are failure situations, because with the perceptually impaired youngster, school may become his biggest failure because of the demands that are placed on him. He may not be ready to assume them. So if he has some success to build on, he has some open doors, and even a very small success can open a very large door that allows someone else to work with him and allows them to test him in a new situation. If he feels he is going to fail at it, he's going to stop trying, and when he stops trying he starts pulling away. He will pull away physically, emotionally, and socially. He may be a very quiet kid and create no problems and everybody likes him, but he hasn't learned to live in a world that is going to make demands on him. Many times his major deficits may be in the area of adaptive behavior.

We take a lot of things for granted, like feeding ourselves. If you really don't know where your head is and you really don't know where your hand is, and you've got some perceptual impairment, getting your hand from the holding onto the spoon to begin with, reaching into a dish, and balancing the food on that spoon and getting it up to your mouth successfully, that can be pretty frustrating. If on top of that you've got a society that says, "It's not nice to spill your food all over your clothing and the floor," at that point why bother trying. It's bound to make you stop somewhere along the line.

In the play situation in the nursery school situation, many of the environmental sets can be controlled if you will manipulate it so that each child's success point can be identified. When a child is playing or doing something that is very natural to him as play is, he is not in a test situation. At least he doesn't feel he is. You as a teacher are in a unique position to observe him in his natural setting, in his own living laboratory. People behave very differently in a closed test situation than they do in a social situation. If you stop and think about it for a minute, if you are being interviewed for a job, you're going to be a somewhat different person than you are in a coffee shop or the cocktial lounge if you were talking with the same person without the test part of an interview. So children relate in the same way and behave the same way. That is their world - play, exploration and finding out.

When teaching basic skills, the problem is that many times we don't take a look at the activity to see what is really in it other than just fun. When you've got a child and you say put your right hand in and he's got his left hand going, then we're reinforcing the wrong kind of learning. So here's where we can begin to look at the activities and see what the inherent pieces are and how we can apply them to learning situations.

We have a resource staff now in physical education. They are teachers who are working in various schools, but with the classroom teacher and with the youngsters, and they move in for a period of six weeks, and then move out to another school. Much of it can and should be done particularly in the early grades by the classroom teacher. A lot of us are uncomfortable with some of the activities because you say "I'm used to working in a classroom and now you want me to get out there with a basketball or a volleyball." "I gave that up years ago, or that's not for me." There are many activities that can be done in the class with the kids who are hyperactive and have short attention spans and have to keep moving. We have to move with them. I've heard some people say, "You know, kids will wear down." I say they can't, because with hyperactive brain damaged youngsters, they would go through four sets of staff and they will be going longer after the staff had absolutely pooped out.

I feel that the more we let them keep burning up, we're not really doing very much good. So we have to find ways of letting them blow off steam in a very positive, constructive manner. Many of them are extremely impulsive and have very short attention spans.

I would like to share with you some slides taken at the special camp program.

MEETING NEEDS OF CHILDREN THROUGH

PRESCRIPTIVE TEACHING

Mrs. Karen Yaniga

In the course of the time we're together. I hope that you'll feel free to offer any suggestions, contributions, and talk about materials you use with your kids, how they work, and for what reason. These are materials that have worked for us with kids with particular needs. I have been with the city school district in Rochester for five years, and previously taught mentally retarded children with learning disabilities. This year I'm working with 5, 6, and 7 year olds. There are 96 children, 20 of whom are handicapped. The five year olds, of course, come in on a half day basis for three hours. We are working in an arrangement and a program which is geared to meet the needs of those kids.

What we've done is develope a program for those kids to meet the needs of those who still need a lot of motor work, socialization, emotional development as well as kids who are working academically right up on through the primary years of school. I felt honored to be asked to come here, because one of the biggest concerns, one of my greatest concerns is that there isn't enough done at this level. Not through incompetence of people, but through lack of knowledge, and lack of programs for the very young preschoolers.

I'm going to direct most of my materials to the 3, 4, and 5 year olds. I want to try to relate some of the ideas as to the importance of these things, these experiences to the kids when they move through school. Problems that are noticed in the intermediate area are things that kids should have gained. Experiences they should have had at 3, 4, and 5 years old. I think that for everyone who has had this problem of kids with real specific needs, should start at an early age.

One of my objections in special education is with names that have been placed on classes and labels that have been given to kids. We have used rather negative terms. Parents are going to react when you're talking in terms of orthopedically handicapped, mentally retarded, emotionally disturbed, perceptual problems. My thoughts are and my philosophy is, it may not be as much a learning disability in the child as it is in the teacher's inability to bring out from that child the experiences that he has to build on. It's a matter of prescribing a program for a child rather than putting the child in a prearranged program. We're going to have to start working with individual kids in a room and make our program adjust to the needs of all those kids. It's not an impossible task.

There's a term now that we use (prescriptive teaching) looking at the needs of the kids, working in that direction, helping build on his strength, to reinforce, to try to build up areas where the child is lacking. I think if we can try to make special education a little less special and a little more general for everyone, then people who are not in special education will begin to see their role

(an extremely important role). We're hoping in the future, if we do the job that we're supposed to do, we'll work ourselves right out of a job. Because of the teacher accountability, teacher training programs, we're going to give to all teachers coming up the strength, knowledge, materials, and know-how to work with all kids in the classroom. There's something wrong if he isn't fitting in. We're going to have to start looking at him. With the exception of the very severely emotional disturbed, or very severely retarded, I think we can work with all these kids in a regular school structure if we're willing to take time with them, help them along, look at their needs and all kids needs and work with them together. So my thoughts lie in this area, and I'm going to try to discuss with you some ways to pinpoint needs of kids at an early age. I'll show some kinds of materials you can use for specific things when you work with these kids.

One of the first aspects of working with kids and prescribing what kind of program they need, is getting to know the child, where they come from. You have to know their families. You have to know what kind of area they live in. Have they moved around a great deal? Have they been in the system? Have they been in the area long? You should try to know everything possible about the background of that child and try to get it all first hand yourself. I think that many times we have a tendency to rely on records that are sent by school districts' cumulative files. What I'm trying to say is that I think you need to find the information yourselves. Because everybody looks at the child differently, and says you're going to be working with him. You're going to seek the things out that are going to help him to learn. So use the records, but do allow yourself to get to know the family and get to know everything about him that you can. The term disadvantaged where it is used, in many kinds of programs is kind of an oblivious term. I think we have been disadvantaged ourselves with the fact that we haven't been able to take what these kids know or what these kids learn and put it into a program for them.

We have taken kids from inner-city areas and deprived areas, poverty areas, very rural areas, and put them in programs which are in a sense okay. He should be able to know these things and let's try to teach him. We haven't taken a real good look at what that child already knows. Take the materials that they're used to and then start working with them. Don't give materials to kids if they're not familiar with them, if they don't know how to use them, or if it's not significant to their learning. Make each situation as meaningful to the child that you possibly can. Part of it has got to come from their environment, from their families, from drawing pictures of their family, writing stories about their families, and taking movies of their family.

One important aspect of 3, 4, and 5 year olds is eye-hand coordination. It's very significant later on in learning that children who reach approximately the primary or 6-7 year old level can be able to take things from the board and copy it down on paper. There is a lot of learning that has to take place before a child can do this.

One, they've got to know letters, or the alphabet. As we look across many primary classes and nursery classes, we see the alphabet running all across the room.

If I could do one thing to every classroom. I'd take all those letters down and mix them up, and let the kids learn them out of sequence. It's not meaningful. The only meaningful part is that we know the sequence. They need to take things and learn them so that they're meaningful to them. so that it has some significance. They have to use them out of sequence.

This kind of thing is a very dangerous thing, and the kind of thing we need to watch for. Have the child be the primary reason for that learning. Be sure that his attention is on what he's learning. Eye-hand coordination and taking things from the board down are important. We're getting back to the alphabet, getting back to being able to move your hands, relationship with your eyes, seeing and putting it motor wise down on a piece of paper. And that's a pretty complex thing to do.

Drawing board demonstrations are shown at this time.

1. Always have the kids move from left to right so that you won't run into reversals when they begin to read.

2. Eye-hand coordination activities. So many kids write their name backwards. If you see a child reversing or forming something incorrectly. let him do it over correctly. Help him to do it over at that point, and if you have him do it over. make it just one more time.

Learning can be fun and the important thing here is that the last reinforcement is a correct one. Our goal is and it's the child's goal to do it once. Once is enough. So if you see a child writing his name backwards. don't pass it up and say well he's still young. I would think that if a child can write his name backwards, he can write it the other way too. Let's try to catch these problems right now and not pass it on. Because if you say it's not significant until he's seven and the next teacher says it's not significant until he's seven, pretty soon he gets to be seven and that teacher is bound with seven year olds and finds things pretty significant and drastic. I think that we can correct at the very stage when the child begins to have trouble. We expect a child, and if he's ready to, and if he wants to write, then he should be allowed to do it correctly. Rid yourself and kids of any clues as soon as you can, like saying your right hand is closest to the window.

A. Coordination and Motor Work
   1. Balance Beam
   2. Foot Prints
   3. Hand Prints
   4. Visual Motor Work (peg board)
      a. Concept is as soon as child is ready. let him decide on different things.
   5. Reproducing figures

While they're experimenting. we pick up what they know and what they don't know. Too often the tasks that we ask them to do are things that we think all kids should do. Not what they can do. I think that we can offer alternatives. Kids can do all kinds of things. They are good experts at getting away from things

they don't want to do. Tantrums are most successful. It's a good distractor. You have to be prepared to go through these things with kids with special needs because they're going to balk. They're going to try to get away from the things with which they have not met success. If you can get beyond what he's doing and see what he's saying, then you can start working with him.

EDUCATIONAL MATERIALS TO MEET THE NEEDS OF THE TEACHER OF THE YOUNG HANDICAPPED CHILD

Miss Nancy Koehler

I'm from the Regional Special Education Materials Center at Hunter College, New York. Our specialization is in Early Childhood Education. In 1967, when across the country, the Regional Network was established, each center was to choose a particular area of concentration. Therefore, in addition to our regular collection of materials on all levels in all handicaps, we have had a higher concentration in the area of early childhood. We have had cooperative projects with various pre-school projects in our ten-county area. We have had Workshops and Training Sessions for Teachers on this level -- in Commercial Materials, Modified or Adaptive Materials, and completely teacher-created materials. Last summer we created Infant Stimulation materials in a Materials Workshop, which in the fall we took to Bellevue Hospital and worked with the staff and children in the Infant and Children's Ward.

However, I'd like to tell you about a specific project I've been working on with the New York City Board of Education: that of writing four CBRU units in the area of Early Childhood. Computer-based Resource Units are a Project of our Buffalo Regional Center. These are essentially planning guides for teachers covering levels from Kindergarten to High School. They all have the same six components: objectives, content outline, small and large group activities, materials and evaluation. We have finished writing these and now they are being entered on our ATS terminal which is hooked into the computer at Buffalo. I won't go into more detail or how to order these, for they will not be available until next year and would take a separate presentation. However, I have brought some selected materials that were bought for these units and would like to tell you about them.

I have put dittoed lists on your tables with addresses of companies. In no way are these an endorsement of them -- I tried to find as many different ones as I could. Many not well-known, obscure places may have materials with just a little different twist than some familiar ones.

I think it is important to think in terms of diversified materials for the very young child. If we think of children with learning problems, then they need to be evaluated as to strengths and weaknesses. For instance, pegs and peg boards. In an average Kindergarten, it may be enough to order the standard small-sized pegs with matching small-sized holes. However, these may not be relevant to all children's needs. The child with perceptual problems or gross motor problems should be given pegs he can work with. Jumbo pegs from Ideal - easy to grasp and put in and pull out. They're not as frustrating or for the child with Cerebral Palsy, who using regular big round pegs couldn't control them. Then I would suggest these square pegs from ETA. Next fat, round-all in rows lined up, then medium-size pegs, then round pegs with the holes at random. The important thing is to assess at what level the child is working. Those that need more sophisticated boards are those from Judy Co. They have graduated sizing of pegs and holes are more difficult.

I do agree with J. McVicker Hunt that the problem is one of "match." Match the child with the task. If he does not meet with success, then it's our fault. We must find the appropriate material. The child, especially in the beginning of school, should not meet with failures but rather successes. Take puzzles. Many pre-school programs buy standard puzzles. Our children with problems need more help. If he needs concrete help, find the appropriate material. Start with the lowest puzzle with big knobs. Then parts of animals, more finite, then small knobs, more sophisticated -- House Inset. Look at the whole. See all the learnings one can get out of just one activity. Discuss colors, numbers, shapes, wholes and parts. Use verbalization, encourage discussion. Ask them to go from the concrete to the abstract. Lead and help.

Prepare an environment. Be aware where the child is on the continuum. Same thing is true with buttons, snaps, zipper. You've all seen the Montessori frames, or commercial dress-up dolls, etc. However, these all ask the child to perform on the same size. For those with more difficult problems we must start with oversized things. Big buttons from American Printing House for the Blind are shown. (Ask someone at home or school to make these things.) After practice, go to medium size, then standard. For the child who does not need that, a commercial toy is "Toy Learner" with record. The voice gives slow distinct directions.

Our CBRU units do not include areas of Blind and Deaf. However, I'd like to mention that many things made by American Printing House are applicable to our kids. Many commercial games with shapes. Simple, home-made idea: beanbag.

Remember, learning is not a contest. We are interested in having the child gain skills. As many times as a child needs reinforcement, he should be given it. He should practice as much as he likes. Present as many diversified versions of the new learnings. A child working on something gets tired if he is given the same thing over and over, and yet must stay at the same level. You must find many different things on the same level to teach that skill.

Lacing cards: Plain have shapes -- feel contour -- also involve perception, coordination edging.

We at CUNY are unique in that we have shelves of teacher-made materials. They are prototypes of materials actually used in classroom. Teachers can freely copy ideas. In the end, we all must individualize materials for children.

Other teacher-made ideas suggested in TEACH MONTESSORI IN HOME, Elizabeth Harnstock, Random House. (colors, smells)

Professional References -- 2 music books, Merle Karnes David C. Cook Pictures Pre-school Guide ITPA - HELPING YOUNG CHILDREN DEVELOP LANGUAGE SKILLS. All these materials being shown are being field tested for feedback, durability, and effectiveness. I will tell other teachers of the comments. However, we never say a material is no good. You all know one teacher can take a piece of material and use it one way and have no success. Her next door neighbor might use it and find it very effective. That's her perogative. If a teacher does not feel comfortable working with a piece of equipment, no matter how popular it is, if it's not for her, it won't be used and you might as well not purchase it.

I don't have very heavy expensive equipment here. I couldn't carry it all. One of the big advantages of having a SEIMC is that you can borrow the expensive item, take it to school and try it out and decide if it's worthwhile and useful for you before you have to put out any money for it.

Break down the tasks: The Bank Street Materials have met with much success with our teachers.

See-through Games (can assess if child knows labels) Ex. 1 -- 10 -- 15 -- 20
Take a different level sequential development.

Add a Picture Boards -- Classification. This is the abstract symbol -- Kathy Werlin in her workshop talked about starting from the REAL thing -- real fruit etc. -- then to pictures.

The teacher- guide is free with the material and well worthwhile -- it has a wealth of information -- Prof. References, Children's books, philosophies.

They have delightful children's books reinforcing concepts over and under -- of course, I'm assuming this is after actually physically doing this, have child place himself over something, under something, then place an object over something, under something, then read this book -- Review of others (You Tell Me)
Fold out books -- poem form -- all learnings.

Dominoes -- I would begin with big wooden grooved Dominoes on floor, then plastic ones from Dick Blick. The small ones color matching - Bank St.

Shown: Lotto Game - We've often looked for very simple games. The children love to throw dice like older brothers and sisters.

Here are the books by Western Publishing -- Meninger Clinic -- with letter to parents. Not many books have pictures of three year old -- attentive. Identify. (Sometimes I Get Angry, My Friend, The Babysitter, Sometimes I'm Afraid)

Records - Too often when we order from the catalog description we are disappointed (A lady singing too high, too fast). Here is a good pre-school record. I worked with an active three year old able to attend this. It starts very simply with familiar sounds, man-made, Repeat Good Pauses -- up to sophisticated Happy Time Listening.
Feelings - Kindle Filmstrips

I have not mentioned formal cognitive learning, but I'm assuming that you realize all these things that I am talking about are things to build on for more formal learnings leading to reading and math.

Fun Game - F.A.O. Schwarz
Touch and Match -- cards are sequenced, get progressively more difficult. Blank card -- take off point for teacher to make own cards. (Handy person in school can make own board).

Other Listening things

Electronic Futures Inc. -- Sounds Around the House
Miller-Brody -- Days of week, months.

R. H. Stone

Milton Bradley -- "What Part is Missing" -- conceptualization verbalization

Make Your Own Filmstrips -- Hudson Photographic Industries

Number Rice

Add A Rack -- St. Paul's -- Begin with concrete color balls, large circles. Teacher going on gummed circles. Smaller circles, then colored no. 1 + 1 = ; then number.

Family - Flannelboard/Duso Kit

CLOSING REMARKS

Mr. F. Wright Johnson

Thank you for inviting me here today to help wind up what I'm sure has been a most successful workshop. I would like to say a word or two about the handicapped. I will speak in general terms because I would not pretend to talk in detail or depth with a group who has just completed a workshop staffed by experts.

Today we are hearing more and more about equal education opportunity. This is not an entirely new cry, because for years we have heard the plan of "education for all." For the most part, however, this has been more of an ideal than a reality.

I believe that education for all means a program of education and development for every child, regardless of his color, innate abilities, or physical and mental handicaps, or his origin, or the wealth of his family and community.

Over the years, we have developed programs for the so-called "average" student, and we have ignored those who need an adjusted or special program to prepare them to take their places in society. Providing such a program is expensive, but doing so is not only possible but economically feasible.

Basically, what is needed most is a commitment on the part of all to the concept that every child is entitled to an education within the limits of his potential. So, if we are really honest and sincere, we need to be concerned about providing educational opportunities from early childhood to the end of life.

A couple years ago, I read somewhere that there are approximately 42 million American citizens who are physically, mentally or emotionally handicapped. This group has often been excluded from consideration because we did not have programs or facilities to meet their needs. Therefore, many have been denied their rightful places in society.

One of the main reasons why programs for the handicapped were not developed earlier is because of the insufficient number of handicapped to justify provision by a local school district of programs for their students. This is where BOCES comes into the picture. It provides the organizational structure needed for a special education program serving the students from several local schools on a shared basis.

During the past few years, it has become increasingly evident that it is impossible for the State Education Department to deal effectively with some 757 local school districts. Therefore, an emphasis has been placed on the three-level

system of organization and administration. These are the local school district, which is primarily responsible for elementary and secondary instruction; the State Education Department, which is responsible for providing direction and assistance to local districts; and Board of Cooperative Educational Services - BOCES - which, operating at the intermediate level supply shared services upon request, to local school districts to support and supplement their educational program.

This new emphasis does not call for a new organizational structure, but rather a new emphasis on new and different administrative arrangements and operational patterns.

FILMS

Early Recognition of Learning Disabilities

New York State Education Department
Special Education Instructional Materials Center Film Collection
55 Elk Street
Albany, New York 12224

National Medical Audio-Visual Center
(Annex) Station K
Atlanta, Georgia 30324

Movigenic Curriculum

New York State Education Department
Special Education Instructional Materials Center Film Collection
55 Elk Street
Albany, New York 12224

Bureau of Audio-Visual Instruction
P.O. Box 2093
1312 West Johnson Street
Madison, Wisconsin 53706

World to Perceive

New York State Education Department
Special Education Instructional Materials Center Film Collection
55 Elk Street
Albany, New York 12224

HELP - TECHNIQUES FOR REMEDIAL READING (to be shown in sequence)

Auditory Perception

Word Analysis Skills

Visual Perception

New York State Education Department
Special Education Instructional Materials Center Film Collection
55 Elk Street
Albany, New York 12224

An analysis of the Evaluation Sheets distributed to participants of the Institute entitled REACHING THE PRE-SCHOOL HANDICAPPED CHILD reveals the following:

1. Unanimous agreement that the Institute was a profitable experience.

2. In response to question 2A - Should any portion of the program be deleted for future presentation - there were 24 no's. Twenty two made suggestions for change in the portion devoted to physical education and/or speech and hearing.

   The response to 2B - Should more time have been allotted for any portion of the program - was directed amongst the various aspects of the program with seven requesting more time for sharing problems in mini groups.

3. Thirty four indicated they would have opportunity to share their experience with other members of the staff on an informal basis only. Eleven indicated an opportunity to report at a staff meeting.

4. Teachers were asked to indicate in order of preference which area of exceptionality they needed more information and knowledge in order to deal effectively with their pupils. The response indicated that their greatest needs would fall into the areas of the emotionally disturbed, both the troubled child and the troublesome child, and the learning disabled. The chart below indicates their preference for further training in order of need.

	Blind	Emotionally Troubled	Emotionally Troublesome	Hearing & Speech	Learning Disabled	Orthopedically Impaired	Retarded Educable	Retarded Trainable
1)	-	9	8	6	15	1	-	1
2)	-	13	16	1	3	-	5	-
3)	2	7	9	4	13	-	1	3
4)		3	3	10	2	4	8	2
5)	3	1	1	6	2	5	8	6
6)	3	3	-	6	2	4	2	7
7)	5	-	-	4	3	10	5	3
8)	1	-	3	2	6	7	3	8
9)								

SUGGESTED EDUCATIONAL MATERIALS

SUPPLIED BY MISS NANCY KOEHLER

Publisher/Title	PROFESSIONAL BOOKS	Price
New York University Medical Center Institute of Rehabilitation Medicine 400 East 34th Street New York, N Y. 10016		
	The Design of a Preschool Learning Laboratory Ronnie Gordon	3.00
The Council for Exceptional Children Jefferson Plaza, Suite 900 1411 South Jefferson Davis Highway Arlington, Virginia 22202		
	Helping Young Children Develop Language Skills Merle Karnes	2.75
Educational Teaching Aids Division 159 W. Kinzie St. Chicago, Illinois 60610		
	The New Nursery School	14.03
Council for Exceptional Children		
	Diagnostic Teaching for Preschool Children	4.95
Agathon Press 150 Fifth Avenue New York, N. Y. 10011		
	Adventures with Children in Nursery School and Kindergarten, Elsa Barnouw and The Children's Play Center, Dorothy Gardner	13.88
Prentice-Hall, Inc. Englewood Cliffs, New Jersey 17632		
	Piaget for Teachers, Hans Furth	8.87
G. P. Putnam and Sons 200 Madison Ave. New York, N. Y. 10016		
	The Children's House, Parent-Teacher Guide to Montesorri, Edited by Kenneth Edelson and R.C.Orem	6.24
Charles Merrill 1300 Alum Creek Drive Columbus, Ohio 43216		
	Aids to Psycholinguistic Teaching	8.85

American Montesorri Society
Sister of Notre Dame
701 E. Columbia Avenue
Cincinnati, Ohio 45215

Montesorri Matters Mary Ellen Carinato	____

Jossey-Bass Inc. Publishers
Dept APAM
615 Montgomery Street
SanFrancisco, California 94111

Tests & Measurements (two copies)	35.99

Pruett Publishing Co.
Box 1560
Boulder, Colorado 80302

What a Child Can Do, Caroll Lambert	2.39

The Macmillan Company
Dept. SNY
Riverside, New Jersey 08075

Threshold Early Learning Library:		6.95 ea.
Vol. 1	Perceptual and Organizing Skills	
Vol. II	Mathematical Skills and Scientific Inquiry	
Vol. III	Language Skills and Social Concepts	

Grune and Stratton
381 Park Ave. South
New York, N. Y.

Developmental Potential of Pre-school Children, Else Haeusserman	11.42

Eric Document Reproduction Service
Leasco Information Products, Inc.
4827 Rugby Avenue
Bethesda, Maryland 20014

Exceptional Children Conference Papers: Curriculum, Methods, and Materials in Early Childhood Education Programs by the Council for Exceptional Children	6.58
Exceptional Children Conference Papers: Parent Participation in Early Childhood Education	6.58
Language Motivating Experiences for Young Children, by Engel, Rose C.	9.87

The Willis Music Company
Cincinnati, Ohio
Songs for the Nursery School, Laura MacCarteney

Macmillan Co. CHILDREN'S LIBRARY BOOKS
Department SNY
Riverside, New Jersey

Early Childhood Book	
Fold-out Books	9.60
You Tell Me Books	16.50

Western Publishing Company
Golden Press, Inc.
850 Third Ave.
New York, N Y. 10022

Look At Me Now	1.95 each
Sometimes I'm Afraid	
Sometimes I Get Angry	
My Friend the Baby Sitter	

Educational Programmers Co.
Post Office Box 332
Roseburg, Oregon 97470

Readiness Books	18.20
Inventory of Readiness Skills	
Resource Handbook	

Mafex Associates, Inc.
111 Barron Avenue
Johnstown, Pennsylvania 15906

Children's Books	10.00
All Alone With Daddy	
The Man of the House	
One Little Girl	

Milton Bradley Company INSTRUCTIONAL SUPPLIES AND MATERIALS
Springfield, Massachusetts 01101

Unit One of the Early Childhood	
Enrichment Units	44.10

Houghton Mifflin Company
53 W. 43rd Street
New York, N. Y. 10036

Story Boards	8.06

McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011

Developing Reading Readiness for Preschool (grade 2)	174.00

Noble and Noble, Pub.
750 Third Avenue
New York, N. Y. 10017

Try/Individual Set	20.48

Macmillan Company
School Division
Riverside, New Jersey 08075

Early Childhood Discovery Materials:	
By the Tall Houses Set	30.75
Mix and Match Blocks	6.90
See-Through Games	48.75
Add a Picture Boards	12.00
Pathfinders	15.75
Put Together Boards	9.30
Color Dominoes	5.22

Educational Teaching Aids Division
A. Daigger and Company
159 W. Kinzis Street
Chicago, Illinois

Complete ETA Analysis and Classification Set	11.80
ETA Discovering Opposites	4.95
Mixed Shape Finding	3.75
Senior Mixed Shape-Finding	4.95
Jumbo Peg Board	10.95
Medium Peg Board	10.95
Small Peg Board	10.95
Square Peg Board	11.90

Educational Teaching Aids Division
A. Daigger and Company

Clothespin Circle	9.95
Transportation Puzzle	15.80
Circle Board	16.65
Color Matching Board	12.00
ETA Real Things Profile Counters	4.50
ETA Numbers Game	6.55
ETA Pattern Board	3.90
Picture Matching Board	11.55
Plastic Pegboard	3.00
Bead Stair	7.40

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

The Many Faces of Children Posters	4.75
Grid Mat	7.00
2 1-pound weights at $3.90	7.80
Body Concepts Template	2.75
Picture Lacing Boards	5.50
Lacing Boards	3.50
Alphabet Cards	5.25

E. Otto Schmidt
1175 4th Street
New Hyde Park, N. Y.

Student Set of Geo-Blocs	2.30
Structo-Brics	20.60
Sprocketeers	19.50

Scott, Foresman and Co.
99 Bauer Drive
Oakland, N. J. 07436

Talkstarters: At the Store	
Geoshapes, K-3	20.52 (both)

Dick Blick
P. O. Box 1267
Galesburg, Illinois 61401

Double 9 Color Dominoes	
Color-Number Cubes	4.90
All Rubber Fit In Puzzles	5.90
Fit In Plastic Puzzles	
Geometric Sorting Boards	2.90
Fun-ee-man Circus	4.90

Ideal School Supply Company
11000 South Lavergne
Chicago, Illinois 60453

Locking Numbers	7.50
Geometric Learning Shapes	7.00
Formboards, Animals	5.75
Building Bead Patterns	5.50
Easy-Grip Pegs	11.00
Jumbo Pegboard	3.75
Arithmetic Tube	8.00
Jumbo Parquetry & Patterns	19.50

Charles E. Merrill Pub.
A. Bell & Howell Co.
1300 Alum Creek Dr.
Columbus, Ohio 43216

Unit One of Visual Experiences for Creative Growth	12.00

Creative Playthings
Princeton, New Jersey

Threading	4.95
Twisting	5.00
Try-Color Viewer	2.50
Big I. Little I. Lenses	8.95
Differences Puzzles	4.00
Picture Dominoes	3.95
Learning Lottos - Shape	3.95
Visual Games	8.00
Animal Finger Puppets	2.50

School Products Co., Inc.
312 E. 23rd St.
New York, N. Y. 10010

Preparation Puzzle, Box with frame	6.65

Childcraft Education Corporation
964 Third Ave.
New York, N. Y. 10022

Wibbler	1.95
Bobo, Height- 39"	2.00
Ball Bearing Skipping Rope	1.75
Sand Doll Play Set	2.00
Interphone	7.95
Songs for the Nursery School (book)	3.95
Butterfly Puzzle	4.95
Turtle Puzzle	4.95
Flower Pot Puzzle	4.95
Four Ducks Puzzle	4.95
House Inset Puzzle	3.50
By the Pond List Out Board	3.75
Ship Jigsaw	1.50
Minicar Jigsaw	1.50
Jumbo Lotto	2.50
Go-together Lotto	1.25
Hickety-Pickety	2.00
Balloon Game	1.75
Pig in the Garden	3.75

Blockhead	1.50
Tower Balls	1.95
Bill Ding With Book of Games	4.25
Pegboard Play Tiles, 224 pc. set	2.15
Stringing Rings	2.00
Snap-N-Play	3.50
The Flowers See-Quee	1.25
Gingerbread Boy	1.95
Discovering Opposites	4.95
Puzzle Lotto-Around the House	1.25
Object Puzzle Dominoes	1.50
What Goes With What Puzzle Dominoes	1.50
Alphabet Puzzle Cards, Manuscript	1.00
Tactile Domino Blocks	9.95
Beaded Abacus	3.50
Space Relationship Cards	1.50
When the Sun Shines(record)	1.24
Let's Play Zoo (record)	1.24
Singing in the Kitchen	1.24
Little Indian Drum	1.24
Visit to my Little Friend	1.24
Little Brass Band	1.24
Hooray Today is Your BIRTHDAY	1.24
The Carrot Seed	1.24
Rainy Day	1.24
Number Group Recognition Game	1.24
1-5 Bead Stair	4.50
The Squirrel See-Quee	1.25
The Frog See-Quee	1.25
Building A House See-Quee	1.95

Charles E. Merrill Pub. Co.

Visual Experiences for Creative Growth (Unit 1, #1361)	12.30

Cleo Living Aids
2957 Mayfield Road
Cleveland, Ohio 44121

Plus and Minus Bus	1.00
Animal Spelling	1.00
The Family Flannel-Board	3.00

F.A.O. Schwarz
745 Fifth Avenue
New York, N. Y. 10022

6 School Readiness Activities	6.95
Shape Up Game	4.95
Touch and Match	6.00
Magnetic Pictures	5.75
Miracle Zoo	5.95
Funny Folks	5.50

St. Paul & Stationary Co.
1233 County Road "E"
St. Paul, Minnesota 55112

150 Blocks, links, & tubes	6.00
Color Study Prints-- Moods and Emotions	7.95
Color Study Prints--Children of America	7.95
Color Bingo	3.50
Little Learner--Buttons	2.50
Little Learner--Snaps	2.50
Preschool Teachers Kit	1.75
Helping and Sharing Songs from Songs for the Flannel Board Packets	2.25
See-Quees, Three Bears	1.95
Match 'Ems, 12 Color Set	2.65
Rig A Jig	4.05
Add-A-Rack	2.65

R. H. Stone Products
18279 Livernois
Detroit, Michigan 48221

Play Titles With Twin Pegboards	4.50
Play Panels Build With Light and Color	4.95
Counting Bears and Math Mice	3.00
Picture Sequence Cards	1.25
What Part is MissingCards	2.00
Beginning Skills Transparencies	
3-Dimensional Visual Discrimination	4.95
Tell the Story	3.95
On My Way to School I Saw	3.95
See Through Storage Boxes	
1. (31b)	1.75
2. (51b)	6.00
3. (121b)	20.00

Scholastic Book Services
Jefferson City, Missouri 65101

Pictures from Let's Start-Urban	9.33

FILMSTRIPS, FILMS, AND TRANSPARENCIES

Company/Title	Price
Knowledge Tree Filmstrips Box 203 Little Neck, New York 11363	
Piaget Preschool Program Parts I and II	$48.00
Scholastic Kindle Filmstrips 902 Sylvan Avenue Englewood Cliffs, New Jersey 07632	
Kindle Filmstrips	$100.00

TAPES AND RECORDS

Company/Title	Price
Electronic Futures, Inc. **Division of KMS Industries, Inc.** **57 Dodge Avenue** **North Haven, Connecticut 06473**	
Nursery Rhymes I	$8.50 each
ABC Rhymes	
Sounds Around the House	
Animal Friends	
Miller-Brody **342 Madison Avenue** **New York, N. Y. 10017**	
All About Days, Months and Seasons	$5.95 each
All About Time	
All About Numbers and Counting	
All About Habits and Manners	
All About the Alphabet	
All About Money	
Lyons Co. **688 Industrial Drive** **Elmhurst, Illinois 60126**	
Me, Myself and I	$1.24
When I was Very Young	1.24
Finger Games	5.95
Album #8 Child's World of Sounds	5.95
Finger Play Volume I	5.95
Happy Time Listening	5.95

LIST OF LATER ACQUISITIONS	Price
Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614	
A Child's World of Poetry, Group 1	$14.95
American Guidance Service, Inc. Publisher's Building Circle Pines, Minnesota 55014	
C-281 Complete Kits DUSO-D-1C	82.00
F-282 Cassette Player	19.50
Bell & Howell Audio Visual Products Division 7100 McCormick Road Chicago, Illinois	
111021 Set I Nouns: Everyday Things	35.00
111023 Set III Basic Concepts	35.00
Bowmar Records, Inc. 622 Rodier Drive Glendale, California 91201	
About Myself (Records and Filmstrips)	23.00
College Entrance Book Company Educational Div. Standard Publishing P. O. Box 31138 Cincinnati, Ohio 45231	
Teach to Talk Pamph	.25
Teach Your Child Handbook	1.25
Teach Your Child Outline	1.50
American Science and Engineering 11 Carleton Street Cambridge, Mass. 02142	
Piaget's Theory, Celia Lavatelli	6.95
Encyclopedia Britannica Education Corp. 425 North Michigan Avenue Chicago, Illinois 60611	
Language Experiences in Early Childhood Teacher's Resource Book	18.50